

Cognition & Learning Provision Pyramid

Possible indicators

Significantly
behind peers
Requires
constant
overlearning
Failing to make

intervention Difficulty

progress

despite

retaining

information

♦ Bespoke curriculum

Adapted timetable

♦ Laptop/iPad (individual)

♦ EHC needs assessment

♦ Key adult support

♦ Co-produced SEN support plan created followed by APDR cycle ♦ Use of assistive technology ♦ Inclusion teacher observation and recommendations ♦ Reading intervention such as Toe by Toe ♦ Additional phonics sessions ♦ Additional reading opportunities with an adult ♦ Maths intervention such as Plus One

♦ Booster groups♦ Use of SEN standards to track and measure progress

♦ Use of SEN standards to adapt teaching content as needed ♦ Individualised spelling

list \otimes Concrete, pictorial abstract (CPA) strategy for maths \otimes Dyslexia dictionary

♦ Dyslexia friendly reading books ♦ Clicker 4 software ♦ Handwriting intervention ♦ Dance mat touch typing intervention ♦ Planned movement breaks ♦ Speech and Language referral – assessment with recommendations ♦ Scribe ♦ One page profile ♦ Additional meetings with class teacher, year group leader and/or SENCo ♦ SENCo or SEND learning mentor observations

♦ Concrete resources/multisensory approach ♦ Small group/paired work ♦ Subtitles on videos ♦ Additional time given ♦ Opportunities to record learning in different ways - written, verbal, photograph, drama, diagrams ♦ Active formative assessment throughout lessons to enable adaptive teaching to suit the child's needs ♦ Processing time & key words emphasised, verbally and visually ♦ Advance warning of questioning or speaking/reading aloud in class ♦ Transformative communication linked to learning powers ♦ Opportunities for overlearning ♦ Collaborative learning opportunities – Kagen strategies used ♦ Calm learning environment ♦ Pre-teaching of vocabulary ♦ Use of visuals to support learning – to accompany key words, actions etc ♦ Use of a whole class visual timetable ♦ Use of dual coding ♦ Child's name and eye contact used (as appropriate) ♦ Verbal praise – catch the positive behaviours ♦ Agreed time out system ♦ Clear, simple instructions ♦ Fiddle toys ♦ Structured, consistent routine ♦ Clear expectations of behaviour and following the school rules ♦ Restorative approaches ♦ Zones of Regulation daily check ins ♦ Meaningful roles and responsibilities given ♦ Weekly rewards and praise given – headteacher award, gold award, dojos, postcards home ♦ SLT, MLT & SENCo learning walks to monitor provision ♦ Half-termly Parent Forum